

DEAFMUTES' JOURNAL.

VOLUME XXXVI.

NEW YORK, THURSDAY, JUNE 13, 1907.

NUMBER 24

Published every week.
\$1.00 a year, in advance

"There are more men ennobled by reading than by nature."

Entered at the Post Office New York, N. Y.
as second class matter.

Educating the Deaf.

A COMPREHENSIVE STATEMENT,
AND PICTORIAL PRESENTATION,
OF THE SYSTEM OF INSTRUCTION
AT THE NEW YORK INSTITUTION
FOR THE EDUCATION OF THE
DEAF AND DUMB.

Following are excerpts from the Annual Report of Principal Currier:

Agreeably to the provisions of the By-Laws of this Institution, I present herewith for your consideration, the report for the year ending September 30th, 1906, being the Eighty-Eighth of the Institution's history.

The health of the household has continued as in years past, remarkable, not a single case of contagious disease having occurred within the year under review; a fact which bespeaks the watchfulness of the medical staff of the Institution and the value of the preventive measures taken. Each pupil has had thorough physical examination at frequent intervals, the slightly ailing have, in consequence, been noted and remedial measures at once taken. This systematic personal examination, although taxing to the hospital staff, has added very much to the comfort of the pupils and officers and has made the average school attendance very high. Two deaths of pupils have occurred; one from pneumonia (the first fatal case in many years), and one from malignant endocarditis, which developed after an operation for appendicitis.

Is it not remarkable, that a population exceeding 600 in number shoulder present such a record?

The site of the Institution, upon a tableland overlooking the river, open to every refreshing and purifying breeze, and commanding a most extensive, varied and animated panorama, is most favorable to develop in the pupils a desire for exercise in the open air, and the systematic regularity of work, recreation, study and recuperation, to promote a well-rounded individual, enables the school to present the sound mind in the sound body.

There have been in attendance 510 pupils, of whom 300 were males and 210 females.

* * *

The ages at which loss of hearing occurred, in the cases above mentioned, may be stated as:

Congenital	162
Before one year	57
Between one and two	59
Two years	46
Three years	27
Four years	20
Five years	15
Six years	10
Seven years	12
Eight years	5
Nine years	5
Ten years	5
Eleven years	1
Twelve years	1
Thirteen years	1
Fourteen years	2
Unknown	44

* * *

The methods employed in the Institution to give a well-rounded education are in no sense partisan, but eclectic, in that every possible means to secure a thorough comprehension by the pupils of the various subjects is employed.

The English language is presented in every available way—manual spelling, writing, the printed character, the speech signs, are all employed as each individual case may indicate.

The long experience gained by eight-eight years of earnest, enthusiastic effort to bring to the congenital deaf an ability to use the language of the country in which he dwells, indicates most clearly that the child must be studied, and the method of procedure determined by the individual, rather than the taking a system and applying that to every pupil regardless of his condition of mind or body. The limitations imposed by deafness call for the use of every available factor, and even then it is not to be expected that ability to use the English language freely and idiomatically can be attained by all. Take the case where deafness has been caused by an attack of cerebro-spinal meningitis, and it would be foolish, indeed, to expect the development of the language ability in such an individual.

Take, if you please, the individual proper care of the deaf, that any



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
MALE ACADEMIC GRADE.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
JUVENILE ORAL CLASS (one of nine).

unnecessary shortening of the pupil's term of instruction is a grave and serious wrong.

There were, during the year, thirty-nine classes, under the instruction of thirty teachers, a portion of the older pupils being afforded one session per day in the trades schools, to enable them to acquire a proficiency in some handicraft which would enable them, upon graduation, to become at once self-supporting. How well this training has been done can be better evidenced than by the fact that forty pupils, whose terms of instruction had not been completed, failed to return on account of having secured remunerative employment which led their parents to terminate their school life.

* * *

The peripatetic lecture is a valuable factor, and opportunity is frequently offered the pupils, accompanied by their teachers, to take advantage of the Museums of Natural History and Art, the Botanical Garden at the Bronx Park; also any event of special interest, which would seem to offer an inducement for thought and study, is regarded as sufficient reason for an excursion.

For example, the presence of the North Atlantic Fleet of the United States Navy and the British Cruisers Fleet, which were at anchor in the North River; the presentation of "King Lear," by Mr. Robert Man-



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
ARTICULATION CLASS—KINDERGARTEN (one of seven).

Concluded on 4th page.

tell; may be mentioned as illustrative of this method of arousing interest.

In the connection, I might also mention that the anniversaries which occur throughout the year are observed, in turn, by meetings in the chapel, when exercises suitable to the occasion are presented to the pupils. In this manner celebrations were held on Winthrop Day, Washington's Birthday, Arbor Day, and Founder's Day.

I would also call your attention to the invitation which was extended to the battalion of cadets to give exhibition drills in various armories of the National Guard in New York. In January, the battalion appeared before the 12th Regiment, at which time a large audience was present. On March 31st, the battalion gave a similar exhibition before the 71st Regi-

ment, and on the evening of April 23d, 25th and 27th, the battalion participated in the Military Tournament at the Madison Square Garden, where their perfection of drill was fully appreciated by a large audience composed of persons interested in high attainment in military training.

I might, further, in the connection call attention to the improvement that has been actually attained in the development of an ability to successfully perform musical productions by the drum and fife corps, this being a departure from the beaten paths of deaf-mute education in which this school stands alone. The value and importance of training and cultivating the latent hearing, so that there is an appreciation and comprehension of musical notes, cannot be overestimated in its salutary effect upon the mentality of the individual.

The foregoing will, I think, satisfactorily account for my use of the word *eclectic*, as describing the course of instruction.

When a taste for reading has been given to a deaf pupil, the hardest part of our task may be said to have been accomplished, and therefore especial attention is paid to a regular, systematic use of the books composing the library of the school, which now number 11,523 volumes, 3,000 of which are fiction, travel and biographies suitable for boys

and girls. The number of volumes drawn from this library during the last school year was 9,591. In addition to this, large use is made of Washington Heights Branch of the New York City Library located in the immediate vicinity of the school, and for the deaf-blind a supply of reading is furnished by the New York Circulating Library for the Blind.

The Classes in printing are first mentioned, because I believe that it is an employment peculiarly adapted to the deaf man, for the reason that, during the past twenty-five years, every graduate who has completed his course of instruction in this branch of manual training has secured and maintained a remunerative position, and because the supply is not equal to the demand, as still further evidenced by the frequent calls that are made upon the Principal to furnish compositors.

Thirty-five pupils have received

instruction during the year, and have demonstrated by their progress that a course in typesetting has a stimulating effect upon the mind.

The requirements in the school of printing are also favorable to an accumulation of general knowledge.

These in turn are called upon to furnish literary entertainments to the entire school.

Meetings are held on Saturday evenings during the school year, with varied programs of lectures by the professors, readings, recitations and debates by the pupils, and social reunions in which the entire household takes part.

that the omission or displacement of that little dot called a period, or of that more frequently used comma, vitally affects the sense of the words which they incorporate into sentences. In the study of the forms and sizes of type, and the proportions of letters to each other, and also in the calculation required in the measurement of space to be filled, considerable arithmetical practice is given.

All this aids to progress in the classroom, and, at the completion of the school term, when the graduate goes out to take up his life work, he meets at the very beginning a steady and remunerative employment. Not only do these graduates earn a comfortable livelihood, but they are also foremost in the public projects that promise benefit to their own class, and are recognized as leaders in those

Deaf-Mutes' Journal.

NEW YORK, JUNE 13, 1907.

EDWIN A. HODGSON, Editor.

THE DEAF-MUTES' JOURNAL (published at 100 Street and Broadway) is issued every Thursday. It is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

TERMS.

One Copy, one year \$1.00
If not paid within six months, \$1.50

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Contributions, subscriptions and business letters to be sent to the

DEAF-MUTES' JOURNAL,
Station M, New York

"He's true to God who's true to man:
Wherever wrong is done
To the humblest and the weakest
'Neath the all-beholding sun,
That wrong is also done to us.
And they are slaves most base,
Whose love of right is for themselves,
And not for all the race."

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FANWOOD.

The Eighty-ninth Commencement.

PROGRAM OF THE DAY.

The Essays—Prize Winners— Planting the Class Ivy—The Addresses.

From our Regular Correspondent.

The Eighty-Ninth Commencement of this school came off Tuesday, June 11th, at three o'clock.

The program for the day was as follows:

MUSIC.

1. Prayer.

2. Address by the Presiding Officer.

3. Exercises by the Pupils, conducted by Principal Enoch Henry Currier

4. Salutatory Address, with Essay, "Printing," by Jacob Lovitch.

Ladies and Gentlemen.—The Graduating Class greets you most cordially on this occasion. To-day, after eighty-nine years of permanent good done to thousands of deaf people, you will witness the high standard which the education of the deaf has attained. We feel sure you will be interested in the exercises which show the result of education from the beginners to the class that is about to graduate. We extend to you all a hearty welcome.

PRINTING."

"Pick and click!" goes the type in the stick. As the printer stands at his case? His eyes glance quick, and his fingers pick the type from the tray; And one by one as the letters go, Words are piled up steady and slow— But still they go."

The credit of inventing the art of Printing has been obstinately contested. Several cities have advanced claims to the honor of the discovery. Coster, however, was the discoverer of the art.

Laurentius Coster lived at Haarlem and was engaged in printing books from wooden blocks or plates. His thoughts were naturally led to the production of single types. These were first made of wood and afterward of tin. About the year 1420 he began to cut letters on the bark of beechwood, and with these he stamped marks on paper. Then he invented a thicker ink, as the common ink was too thin and made blotted marks. He was able to print prints, figures and letters.

It was necessary to employ workmen in the art, and this led to the divulging of the secret. Among these workmen was John Gutenberg. He returned to his native place, Mentz, and with two partners spent much money in experiments. Needing more money he obtained assistance from John Fust for tools and presses. After two years in making the type and machinery, the great work of printing the Bible was begun. Gutenberg established a press, but produced no work comparable with the Bible. He died in 1468.

All authorities concur that Peter Schoeffer invented cast metal types. He learned the cutting of letters from Gutenberg. William Caxton acquired a knowledge of the art in Germany and carried it into practice at Westminster, England. He was not only a printer, but a translator and author.

The mode of type-founding has undergone important changes. First among them is the introduction of machine casting. A pump forces the fluid metal into a mould and matrix, and gives a sharper outline to the letter than was formerly given by the more violent throw of the caster. The old practice of casting a single type at a time remains. The first idea of this machine originated with William M. Johnson, who patented it in 1828.

The first successful type-casting was produced by David Bruce, Jr., of New York.

The invention of machines for printing small work elegantly as well as swiftly, has greatly increased the jobbing department of typography. Here, as in other matters, American ingenuity has taken the lead. The presses invented by Ruggles, R. Rose, Gordon, Degener, Wells and Gally, defy competition.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.—Special Art Class.

In 1882, MacKellar, Smith & Jordan began to make type on the proportional system of bodies; it was divided into twelve parts or points. This system of exact proportional type-bodies was approved of and adopted by American type-founders generally. A complete fount of types may be comprised under the following head: Capitals, Small Capitals, Lower Case, Italic Caps and Lower Case, Figures and Fractions, Points and References, Braces, Dashes, Commercial Signs. Ornamental type may be used to good purpose in fancy jobs.

A Pansy—We will dance. Come.

(b) "Boys and Girls of Japan [Oral]

1st. This is the way we say "Good Morning" in Japan.

In Japan we live in funny houses made of wood and paper.

We wear long dresses called kimonos.

We do not wear shoes in the house.

We carry paper parasols.

2d This is our flag. We love the flag.

3d We have no beds. We sleep on the floor.

We carry fans.

"Who, never looking forward are indeed,
Mere clay, wherein the footprints of this age
Are perpetually forever."

We all ought to realize that God has made us and kept us for a purpose. We should not think that Blind Fate is our mother, and that she has left us helpless at the door of creation, like a foundling child; but believe that God is our Father, and has led us, a free-born people, in the school of life to labor. We must believe that we all have a place in the great scheme of this world. God has given us powers and talents, and placed us here to

wait for something to turn up; nor wait for some one to die and leave us a destiny, but just to wait one for ourselves. It is not necessary to wait for genius. It was once said, "While genius is lying on a sofa waiting for inspiration, labor will go to work, buy that sofa, and put genius out of the back door."

What a privilege it is to live in such a land as America, where no tyrant's heel suppresses our freedom! It has a soil which yields the richest increase to worthy enterprise! What a shame to have lived in such a land and to have taken no part, to have had no place and to have done no work. How thankful the successful man must be for his brain, his heart and his own freewill!

5. Primary and Intermediate Oral Exercises.

(a) A Little Girl's Dream of Mother Goose Characters.

(b) A Flag Exercise.

(c) A Story.

(d) A Method of Computation.

(e) "The Lost Knife."

(f) A Review in Arithmetic.

(g) A Lesson in Geography.

(h) A Lesson in History.

6. Ten minutes for illustration of Field Music.

1. Carmen.

2. Old Kentucky Home.

3. Fanwood.

4. America.

5. Dixie.

6. Auld Lang Syne.

7. Arrah Wanna.

8. Onward Christian Soldiers.

9. Old Hundred.

10. The Star Spangled Banner.

7. Military Manual of Arms, by C Company.

8. Art work with the Deaf.

(a) Primary Work.

(b) Senior Work.

9. Graduating Essay—"Self Control," by Sarah Zablow.

A king may be master of a great empire, but if he is not able to master himself, he is really weak. Peter the Great conquered many nations, but had little self-control. One day in a fit of passion he killed a gardener. We can only feel contempt for power thus abused.

Self-control is the hardest kind of government. We are not always able

to remain calm. We often forget ourselves. We lose our tempers, and then we say and do things for which we are sorry, often too late. Wisdom teaches us to keep down our anger when we are offended.

Solomon says "He is a fool who can not be angry, but he is a wise man who will not."

We see many examples of the truth of this saying. If a person mounts a high-spirited horse, it is necessary that he should be able to control the horse, otherwise he might be dashed to pieces.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB—SIGN-WRITING CLASS.

2. Illustration by Cooking Classes.

MUSIC.

3. Kindergarten Exercises—

(a) The Sun-Bonnet Babies [Oral]

We can sweep.

We can wash.

4th This is my baby sister. She is always good. She does not cry.

I like to play with her. We love this flower, the chrysanthemum.

5th We have no chairs. We sit on the floor.

6th This is a top. I can fly my kite.

7th This is my pocket—See? I have a fish—funny toy. See the top spin.

be workers. We have a work to do which will not be done unless it is done by us.

When one has grasped the idea that he has a destiny and that there is a purpose and reason for his particular existence, I think he has one of the best heritages a man can have. But many have no such idea. We should realize that we have a government. We are not always able

to control our destiny, but circumstances can not control it. They may be overruled; they may be captured, like the enemy's guns, and turned to our own advantage. Our destiny will depend upon our own will, if we believe in it. We should put these two things, "Destiny" and "Will," together and raise them high, which cannot fail except by our own neglect.

There is much fatalism in this world. Many think that life is controlled by some inexorable fate, that their own destiny is fixed by some mysterious hand. But it is best to believe in a free will, that we can work out our own salvation, temporal or spiritual. There are circumstances which affect our destiny, but circumstances can not control it. They may be overruled; they may be captured, like the enemy's guns, and turned to our own advantage. Our destiny will depend upon our own will, if we believe in it. We should put these two things, "Destiny" and "Will," together and raise them high, which cannot fail except by our own neglect.

It is not good to think that we can not help doing wrong or neglect duty. We should never think ourselves creatures of circumstance, or of any other creature, but, with humble trust in God, go forth a free agent of destiny and will. This is not vanity or self-conceit. Vanity fixes one's thoughts upon himself and not upon his work. We should just forget ourselves. This is aspiration; it makes patriots, saints, and promotes the welfare of all.

We ought earnestly and honestly to take hold of the nearest honest work, and not

Goethe once asked the question, "What is the best government?" with the reply, "That which teaches us to govern ourselves," and the secret of all great power is nothing more than the art of locking up our tempers in our breasts.

10. Exhibition of Gymnasium Work.

- (a) Flag Drill. Senior Girls.
- (b) Wand Figure Mass. Junior boys.
- (c) Parallel Bars (Fan Tableau). Senior Boys.
- (d) Indian Clubs. Senior Girls.
- (e) Butt's Rifle Drill. Senior Boys.
- (f) Dumb Bells. Junior Boys.
- (g) Grand Pyramid. Senior and Junior Boys.

11. Essay—"New York," with Valédictory Address, by Vernon S. Birck.

Had we lived two or three centuries ago and taken a stroll along Broadway, nothing would have met the eye except trees and vast mounds of green verdure; we would scarcely have come across a single mortal; so lonely was it that one might consider himself the only person in existence. No sound was heard but the twitter of birds, the rustle of leaves and branches. Such an experience would be welcome to many people to-day who live in the great city of New York, with its ear-splitting noises, its crush of busy life.

When James II. ruled England and its possessions, New York was known as New Netherland; it belonged to Holland. Adrian Block arrived a year after this city was claimed by the Dutch under the name of New Amsterdam. On his arrival log huts, and forts constructed of logs were built for protection from wind and storm; roving bands of Indians formed the main population.

Think of the severe suffering endured by our ancestors in founding their settlement! In some way they became friendly with the Indians and traded knives and blankets with them for the land. Such bargaining may appear a bit unfair to us at this day when we consider the present value of land in Manhattan, but we must remember that the Indians had plenty of land, while they required such articles as were given them in trade and valued them more than many square miles of land.

Strip by strip the land was purchased, until the whole island came into the possession of the white people for about twenty-four pounds sterling. How much land can be bought in New York for this sum to-day? Hardly enough to build a barn!

The land coming into the possession of England, the King could do with it as he pleased. King Charles II. had a brother, the Duke of York, to whom he gave this province, and in his honor named it New York. From that time it has borne this name. The King granted a charter to the province and permitted the people to hold an assembly and make their local laws. But when Duke himself became King of England, under the name of James II., he employed every means to take away the charter, but never succeeded.

Improvements kept pace as time went on and people craved for schools wherein their children could be educated. King's College—now Columbia—was established in 1754. It was of great benefit to the people, who were of mixed nationalities. Columbia did much to create a spirit of patriotism, and from this time dates the



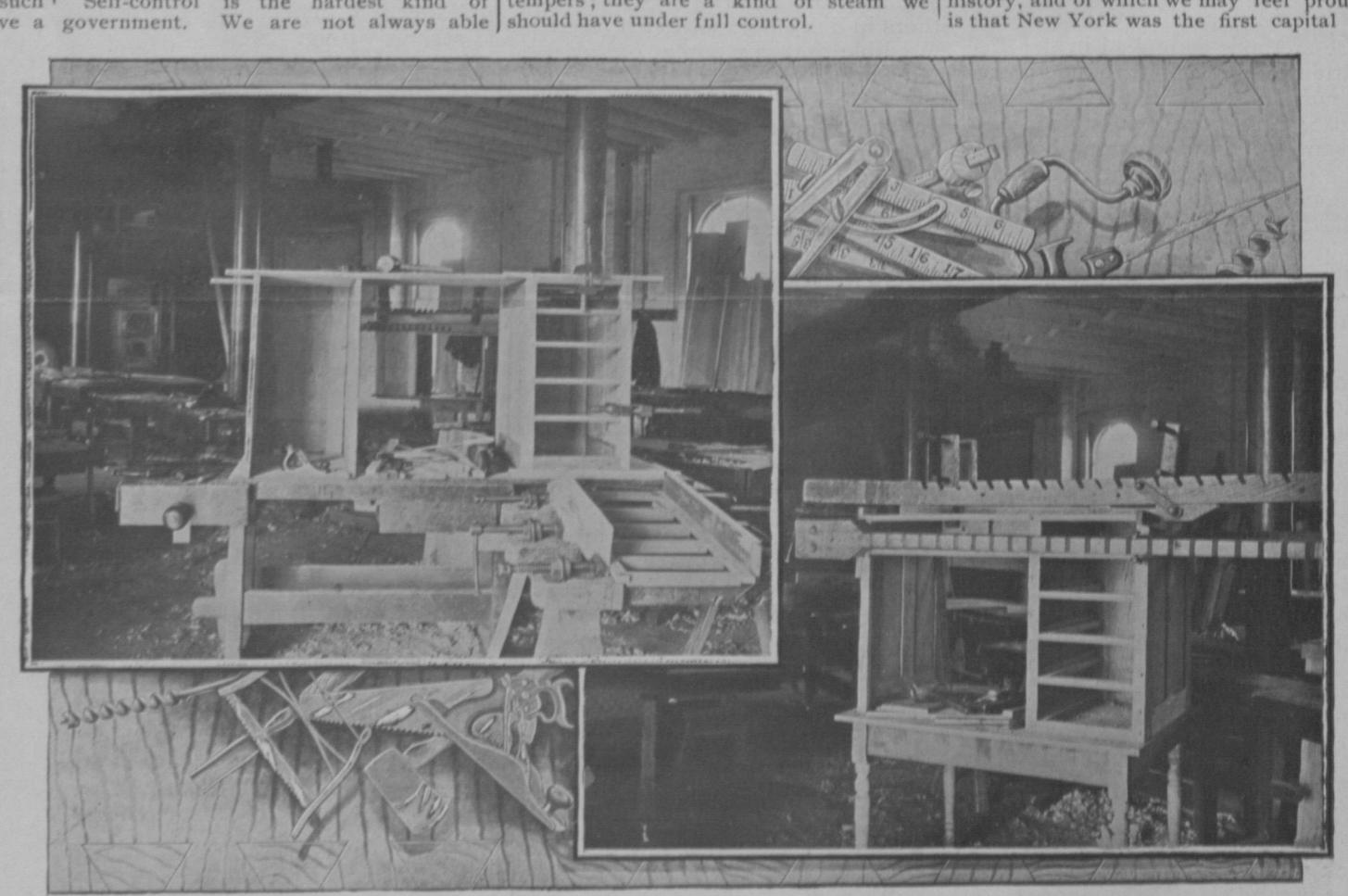
REPRESENTATIVE COOKING CLASSES.

It is most important that the rider keeps cool and does not lose his own temper, if he would manage that of the horse.

We would have a poor opinion of an engineer who did not know how to manage a locomotive. He must be able to guide or check the engine at his pleasure. If he did not, his own life and the lives of others would be in danger. So it is with our tempers; they are a kind of steam we should have under full control.

We can scarcely realize that the metropolis in which we dwell—the second greatest city of the world—was at one time, and that not very long ago, nothing more than a farming district, with no more people than can now be found in a single ward.

One very important detail of its early history, and of which we may feel proud, is that New York was the first capital of



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.—SPECIMEN WORK IN THE SCHOOL OF CARPENTRY AND CABINET WORK.

the United States, and here our beloved "Father of his Country," George Washington, was inaugurated first President of the United States.

Manhattan being an island, and but a short distance from the ocean, makes it naturally a commercial center. Its opportunities have been used to advantage, and the harbor and wharves show a steady stream of travel and commerce. The steady advancement of business in New York has been so progressive during the past decades that people from all over the world flock hither to improve their condition. They are free to come and go, as long as they do right and respect the rights of others. Such a rule of life makes every one who wishes success in life to strive for it, and be most likely to attain it.

From the very beginning New York seemed marked out as a city free of local or national prejudice, belonging to the whole nation, and representing it to the world. In it the United States possesses a city of which it may well be proud. Although New York now holds rank as only the second city of the world, a few years more may find it in the van, leading even London. Let us hope that our fair city may eventually be the greatest in all that is good and beneficial, let whatever other city be next.

To the Gentlemen of the Board of Directors.—Words are too feeble to express fully the grateful thanks of this year's Graduating Class for the trouble and thought you have taken for our comfort and education. Regardless of expense and labor, you have brought this Institution to be one of the leading schools for the education of the deaf in the world. Had it not been for that which you had provided for us, we would never have been any better than dumb animals.

With loving gratitude and sincere thanks for that which you have done for us, allow me to bid you farewell!

Beloved Principal, Teachers and Officers:—The time for us to part has come; but that which you have taught us throughout our school life will always remain the chief help to us. Your tender and loving care has ever been at our service, and we thank you from our hearts. Whatever we may achieve in future years will be all due to you, dear Principal, Teachers and Officers. In the battle of life, when we come across obstacles that stand in our way, the remembrance of what you have taught us will pull us through.

With the most sincere thanks we bid you farewell!

Graduating Classmates and Schoolmates:—We of the Graduating Class of 1907 are about to enter the world, leaving behind us those who have been our guide through ignorance. Let us strive to attain that success which our benefactors have tried to prepare for us. Strive on, ever onward, upward, never downward; do not grow slack, look to the future with hope, and be not idle a moment nor while away life building castles in the air. Let us strive with all energy that is in us, and work for that which our loving Board of Directors, our Principal, Teachers and Officers, hope to see us attain, so that their efforts, their care and guidance, may not have been in vain. Farewell!!!

IV. Report of the Annual Examination, by the Chairman of the Committee on Instruction, Dr. Charles A. Leale.

Certificates of good scholarship for the five years' course were given to:—Henry Andes, Henry H. Brauer, Edward W. Dennis, Albert E. Dirkes, Frederick G. Fancher, Oscar Foland, Jacob Friedman, George M. Gilmour, Robert Golden, William T. Gross, William Knipe, William Krieger, Samuel Kreinik, Max Lubin, Charles Lydon, James Marino, Moses Moscovitz, Morris Plapinger, Joseph Schwing, Jeremiah Scism, Otto J. Stahl, Morris Weiner, Charles H. Weimuth, Isaac Zwicker, Ruby M. Beir, Lillie S. Berg, Eva Christgau, Mary Powers, Eveline Skoien.

For Eight Years' Course

WALTER M. COLE
BRUNO DORNBLUT
ALFRED HOLZHEIMER
ROBERT LIMMER
CHAIM SCHATZKIN
ALFRED E. SMITH
ANTON TANZAS
THOMAS TOBURN
ALBERT ZWICKER
AMELIA ATTIG
ETHELIM HOWE
SARAH ZABLOW

For High Class Course

VERNON S. BIRCK
JACOB LOVITCH
IDA BUCHER

V. Distribution of Diplomas, Certificates and Prizes.

The prizes for Shirtmaking were conferred on Freda Albert and Ollie Wolfe.

The prizes for Dressmaking were conferred on Mabel Forrest and Sarah Zablow.

The prizes for Plain Sewing were conferred on Carrie Lanz and Annie Bennett.

The prizes for proficiency in Cooking were awarded as follows:—

Fourth Female Class—Caroline Palmieri.

Eighth Female Class—Katie Mohn.

Second Juvenile Class—Herman Camman.

Fifth Female Class—Lilly Berg.

Third Male Class—Morris Samowitz.

Second Oral Class B—Maud Erick.

The prizes for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and good taste in job work, and general knowledge of printing, were awarded to:—

First Grade.—Jacob Lovitch.

Second Grade.—Solomon Zimmerman.

Third Grade.—Albert Dirkes.

Fourth Grade.—Hyacinth Dramis.

The prizes for Press Work were awarded to:—

Division I.—Anton Tanzas.

Division II.—Henry Scherer.

A prize for marked improvement in typesetting, and for good conduct during the year, was awarded to Max Weisberg.

Prizes were given to the pupils of each division for proficiency in their respective trades, viz:—

CARPENTERS.

Morning Division—First Prize, John Agresto; Second Prize, Leon Borochow.

Afternoon Division—First prize, Alfred Holzheimer; Second Prize, William E. Staak.

TAILORS.

Morning Division.—L. Kramer.
Afternoon Division.—Samuel Paul.

FLORICULTURE.

Morning Division.—B. Dornblut, Henry Brauer. Afternoon division—Joseph Gabrelowicz.

PAINTERS.

Morning Division—Frank Lux.
Afternoon Division — John F. Kooper.

From the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes were awarded in the Department of Art:—

SPECIAL ART CLASSES.

Prize for Mechanical Drawing—Frederick Fancher.

Prize for Design and Modelling—William Aufort.

Prize for Drawing—A. Downs, William Bergman.

Prize for Lettering—W. Kadel.

SCHOOL ART CLASSES.

SENIOR GRADES.

First prize.—D. Pearce; second prize, W. Wren.

Honorable Mention.—S. Koplowitz, A. Chaimowitz.

INTERMEDIATE GRADES.

First Prize.—F. Krumholz.
Second Prize.—L. Borochow.

Honorable Mention—A. Hurson, S. Adcock.

PRIMARY GRADES.

First Prize.—N. Millington.
Second Prize.—R. Golden.

JUVENILE CLASSES.

First Prize.—M. Cjavolino,
Second Prize.—Max Cohen.

The Archibald D. Russell Gold Medals, for the highest proficiency in the school of the soldier, were awarded to:—Cadet Sergeant William Aufort, A Company; Cadet Sergeant Leopold Frey, B Company; and Cadet Corporal Walter E. Kadel, C Company.

The Principal's Gold Medal, for the best drill officer, was awarded to Cadet Captain Jacob Lovitch, and Cadet Captain Vernon S. Birck.

The medals provided by General George Moore Smith, for marked excellence in military drill, to:—Cadet Corporal Abraham L. Chaimowitz and Cadet William Staak, of A Company; Cadet Sergeant B. Dornblut and Cadet F. Kooper, of B Company; Cadets S. Goershanck and W. L. Garrison, of C Company. The medal for general excellence in field music, was awarded to Cadet Moses Neidenberg.

The Cary Testimonial, for super-

ducting the exercises of the Drum and Fife Corps, was awarded to Carl Lautenberger.

The Demilt Prize, for scholarship and character, was awarded to Amelia Attig.

The Grosvenor Prize, for excellence in the reciprocal use of language and signs, was awarded to Ruby Beir.

The testimonial to be conferred every year, in accordance with the

cadets followed the winding way that ended at the northeast corner of the Academic Building, at which place the ivy of 1907 was located.

Principal Currier made an impressive opening address.

Dr. Leale, plucking an ivy leaf from the vine, called attention to the three fingers of the leaf, and said they symbolized the Trinity, and discoursed most instructively upon the lessons taught by the ivy deaf.

Miss Ida Bucher then delivered

PHILADELPHIA.

News items for this column should be sent to James S. Reider, 1538 North Dover Street, Philadelphia, Pa.

June 3d, '07—The following is from a Troy paper in Bradford County, Pa.

The tragic death of young Mr. Braund, late of Towanda, who was killed on the railroad tracks, has a

Mrs. Houston had been confined to her bed for about eight weeks. She was the eldest daughter of the late Hon. David Wiggins, of Greenport, Long Island, and spent the early years of her life in that village. She was married to Mr. Houston 59 years ago, and about four years later Mr. and Mrs. Houston came to Yonkers to live.

She was noted for her kind disposition, and for her warm interest in many good works. For 35 years she had been a worker in the Westminster Presbyterian Church, of which she was a member. She was also on the Board of Managers of the Young Women's Christian Association, in which she took great interest.

The funeral services will be held at her late residence, Friday afternoon, at 4 o'clock. Service will also be held at Greenport, on Sunday, where the interment will be made.

On Wednesday evening, May 29th Miss Cornelia Rose was tendered a birthday party by her parents at their home in West Philadelphia. The porch of their home was decorated with lanterns and flags and the scene was further enlivened by dancing and amusing games. It was an unusual and most happy occasion for Miss Rose, and she was the recipient of a number of pretty presents. The guests were treated to refreshments in the dining room where a large cake in the centre of the table attracted the eye of every one present.

It was trimmed with little flags and twenty-two red peppermints. Among those who attended this pleasant affair were Rev. Mr. and Mrs. C. O. Danzler, Mrs. M. J. Syle, Miss Katie Kehl, Levi Cooper, Gabriel Franck, and several hearing people. An invitation was sent to the writer, but it failed to reach him.

On Memorial Day the members of the Merrymaker's club went out picnicking on Mr. E. Morris's farm over Island Road, Facehaville, Phila. The weather was all that was desired. Games were indulged in an exciting nature but all things ran admirably. Prizes were awarded to Mr. Elmer E. Scott, who won the 100-yard dash easily; to Miss Rosa Madenspacher, for ladies' 50 yard dash and also for ladies' ball throwing; and to Mr. James Weneen, for broad jumping. Tug of war, skipping, bag throwing, etc., followed the prize game. They engaged in a baseball game, each team consisting of gentlemen and ladies. The teams were known as Weneen's and Jacob's. This game was very amusing, for some surprises were made in catching the bag which was used instead of a ball by ladies of the opposing teams in the rest of the game. Jacob's team came out victorious by the score of 11 to 10. The innings are shown below.

Innings	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
WEKNEYS	2	3	0	0	1	1	0	0	3	10	11	3					
JACOBS	2	0	1	0	3	1	2	1	1	11	16	3					

Picture-taking played an important part, too. Refreshments were served twice. Misses McGonigle and Finley, of Chester, and Miss McGhee, were the guests of the club. The members and friends went in a body to the club rooms of the Clerc Literary Association in the evening, and looked the picture of health all faces being crimsoned, as though they had spent a week or more at the seashore.

The Social Committee of the Clerc Literary Association gave a very enjoyable social on the evening of Memorial Day. Charades were given for amusements and refreshments were sold at very low prices.

Miss Myria L. Barriger, of the Fanwood School, in company with Miss Julia A. Foley, visited the Overbrook Institution for the Blind in the middle of May, at the invitation of Mr. Wm. Wade.

Washington Houston was called

mittee. Then followed the beautiful part of the ceremony, the unfolding of the flag by a little girl, amidst the singing of the national song, "America," and the usual shower of little flags from the top. Among the deaf from this city who attended the event were: Rev. Mr. and Mrs. C. O. Danzler, Mrs. M. J. Syle, Mr. and Mrs. Daniel Paul, and Mrs. H. E. Stevens.

Mr. and Mrs. Daniel McLaughlin have returned to this city after a year's stay in New Haven, Ct., where Mr. McLaughlin was employed in a steel foundry. Slackness in trade caused their return and they may decide to remain here. Miss McLughlin was formerly Miss Alice Cowan.

Harrison Yoder and John W. Shappell, of Reading, Pa., were recent visitors here.

Miss Pearl Herdman, of St. Louis, is expected here at the end of the week.

INDIANA.

Indiana Agency of DEAF-MUTES' JOURNAL, 320 Blake Street, Indianapolis. News items and subscriptions solicited.

A. H. NORRIS, agent.

To still further prove that Hoosiers are not the least bit superstitious we laid the cornerstone of our new institution, on Friday, May 31st, at 3 P.M.

The ceremonies were brief and in a way private. No general announcement was made, and, therefore, the attendance was limited to persons directly connected with the institution and a few others.

Governor J. Frank Hanley presided, and guided the stone into place, where repeating the following: "In the name of the people of the State of Indiana I lay the cornerstone of this building, to be dedicated hereafter to the education of the deaf children of the State."

Other numbers on the program were—Invocation, Dr. Wm. H. De Motte; address, "The Education of the Deaf," Supt. R. O. Johnson—"The Star Star Banner" (in signs) by this year's graduating class, and the following original poem written for the occasion by Miss Olive Sanxay, and read by Supt. Johnson:—

"THE DREAM AND THE DEED."
Who laid the ancient quarries deep in the wild,
Out of whose heart the searching hand of toil,
Chiseled the rock to build for the silent
Towers of learning here on a ransomed
soil?

The master Builder! He, whom Solomon
praised,
For wisdom—the single and precious
corner stone
In the temple of life. The heritage was
made
Gift to the Master's children and our own.
Who dreamed the ancient dream of the love
of man?
For the least of the little ones? They
whose dreams abide
Conspire with God to build by the Master
plan.

The sacred soul of youth and the nation's
pride.
Builders in stone, ye may not build to the sky;
'Tis yours to lay foundations strong and true.
Builders of souls, build to the stars! build
high!
Your children's children shall rise up and
honor you.

The walls of the wise lift upward stone by
stone,
After the head of the corner lieth sure,
And step by step the soul climbs up to its
own.

By the path of the dream divine—the
vision pure.
Of them who dreamed and wrought, of the
work and the dream.
This stone shall witness through all the
years to come;

This stone shall cry from the wall, and the
faithful beam
Out of the timber shall answer—when we
are dumb.

Governor Hanley did not make a speech on this occasion, but by actions, which speak louder than words, made it known that the cause of the deaf is still dear to him.

But few governors have shown the interest in the education of the deaf that Governor Hanley has, we feel safe in saying none have worked harder in our behalf.

Notice to the Deaf of the Hebrew Faith.

In accordance with the resolutions offered by Mr. T. A. Froehlich at the mass meeting, Mr. Marcus L. Kenner, presiding, on June 1st, in the Auditorium of the Young Men's Hebrew Association, for the appointment of a committee of seven to devise means for the betterment of the spiritual welfare of the Hebrew deaf, this committee was met at the house of Rev. Dr. I. Pirera Mendes, discussed all the phases of worship best adopted to the deaf and several synagogues offered for our use, and will finally make a report at the meeting on Tuesday evening, June 18th, in the Auditorium of the Y. M. H. A., on Lexington Avenue and 99th Street at eight o'clock, and it is hoped, synagogue services will follow in a very short time. Rev. Mendes, the deep thinker and brilliant scholar, will address the meeting, and there will be an interpreter on hand.

All men and women of Israel should be present and give encouragement to this very important movement and probably the first of its kind in this country, much to our shame that it was not inaugurated long ago.

Educating the Deaf.

Continued from First page.

movements of charity and religion represented by the churches of different creeds.

The regular work of the office includes the printing of a weekly newspaper, which forms the foundation work of the pupil apprentices. The Annual Report of the Institution, the excellence of which, in composition, arrangement, embellishment and press work, is an attest of the accomplishments of the pupils in the higher grades. In addition to this, all the job printing required by the Institution is done by the pupils in the printing classes.

LOVE OF HIS KIND ALL HE HAD TO LEAVE.

Lounsbury Was Poor and Insane, but the Memory of Happy Days Remained.

LEFT A BEAUTIFUL WILL—JOYS OF CHILDHOOD, HAPPINESS OF LOVERS, AND THE CALM OF OLD AGE ALL PICTURED IN IT.

Justice Walter Lloyd Smith, who presides over the Third Department of the Appellate Division of the Supreme Court, brought with him to the dinner of the New York University Law School Alumni As-

found. And I give to said boys each his own place at the fireside at night, with all pictures that may be seen in the burning wood, to enjoy without let or hindrance and without any incumbency of care.

"Item: To lovers, I devise their imaginary world, with whatever they may need; as the stars of the sky; the red roses by the wall; the bloom of the hawthorn; the sweet strains of music, and aught else by which they may desire to figure to each other the lastings and beauty of their love.

"Item: To young men jointly, I devise and bequeath all boisterous, inspiring sports of rivalry, and I give to them the disdain of weakness and undaunted confidence in their

she waded through a creek and in consequence caught a severe cold which developed into cerebro spinal meningitis, depriving her of her hearing.

She entered the Illinois School in the year 1876, being promoted to the academic department, and graduated with the first honors of her class in 1880. Some of her classmates who have become well known are Rev. J. H. Cloud, Mrs. Annie Wickton Doughtery, Mrs. Mattie Hagenbaugh Watson, and Miss Virginia Cowden.

The Fall after graduating Mrs. Balis became a teacher in the St. Louis Day School under Mr. James Simpson, resigning at the end of two years.

every detail designed by themselves —windows, doors, mantels, stairways, etc.

Their place is part of the grounds of a fine old estate, and has many beautiful trees upon it and a large fruit garden which they now own. Until the death of the former owner none of the property could be sold. Soon after his demise they secured their part. They called it "Blink Bonnie" after the estate of a friend whom they visited near Melrose, Scotland. It means "beautiful view," and nothing could be more appropriate.

Mr. and Mrs. Balis have travelled very extensively from ocean to ocean, from the Gulf to the far North and abroad. They went to Europe in the Summer of 1902, and were right royally entertained by Sir Gilbert Parker, the famous author, at his home in Scotland, they having met Sir Gilbert Parker while he was in Belleville, and were invited to visit him at his home during their trip abroad.

Mr. and Mrs. Balis have visited forty-one schools for the Deaf and have seen every method in use in teaching the deaf. In twenty-five years they have missed but one Convention of Instructors of the Deaf and two of the speech associations.

Mrs. Balis is the author of a book of short stories for the children called "From Near and Far," which is used in many schools for the deaf, this school included, it being used in reading classes under our reading teacher, Miss Tanner. It is also said that the book is used in some of the hearing public schools.

In assuming the work of compiling, illustrating and editing the book, Mrs. Balis came very near losing her life, as it brought on an attack of nervous prostration which took her months to recover from.—*Deaf Carolinian*.

—A Lincoln Story

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. MEMBERS' DAY—General Smith and Staff Reviewing the Cadets.

One feature of the work in this trade, which appeals very strongly to the boys and encourages the endeavors of the younger pupils, is a tiny publication called "The Little Printer."

The collection of news is made by the little boys, one of whom edits the paper; the smallest and youngest of the printers put it into type, and the little publisher makes up the paper and is its pressman.

In carpentry and cabinetmaking have been employed 77 pupils. The thoroughness of our training in this line of work enables the graduates from these schools to take places with hearing and speaking workmen, and maintain a position which is exceedingly gratifying to their teachers as well as to their parents and friends. The practical benefit of the instruction in art is largely evidenced in these occupations by the pleasing, symmetrical articles of furniture.

Two pupils were placed in the painting and glazing class, and have had ample opportunity for practice in keeping the entire group of buildings in presentable condition. Sign writing has been introduced in this branch of our trades schools, and already promises to open an exceedingly desirable field for many of our pupils. The constant demand in a large city for legible, artistic placards and price cards, is the reason for the step.

But one pupil has been assigned to the tailoring department, for the reason that we have ceased to regard it as a desirable trade for the deaf. This pupil has relatives who, being tailors, have requested that he be fitted to assist them when his school term shall be completed.

Five pupils were in the class of horticulture, grading, etc.

Seventy-three of the older girls have been taught dressmaking, shirtmaking and plain sewing.

Cooking has been taught to three classes of boys and three classes of girls. The course of instruction is laid out with especial reference to the simple, practical, family needs, and the use of both gas and coal ranges has been made in order that the value of each might be thoroughly understood, and the pupils who become proficient in this art are able to be of serviceable help in their homes.

E. W. Frisbee's Appointments

JUNE 1907.

16-10:45 A.M., St. Andrew's Mission for Deaf-Mutes, Boston.

23-4:30 All Saints', Worcester, Mass.

30-2:15 P.M., Salem Society, St. Peter's, Salem, Mass.

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